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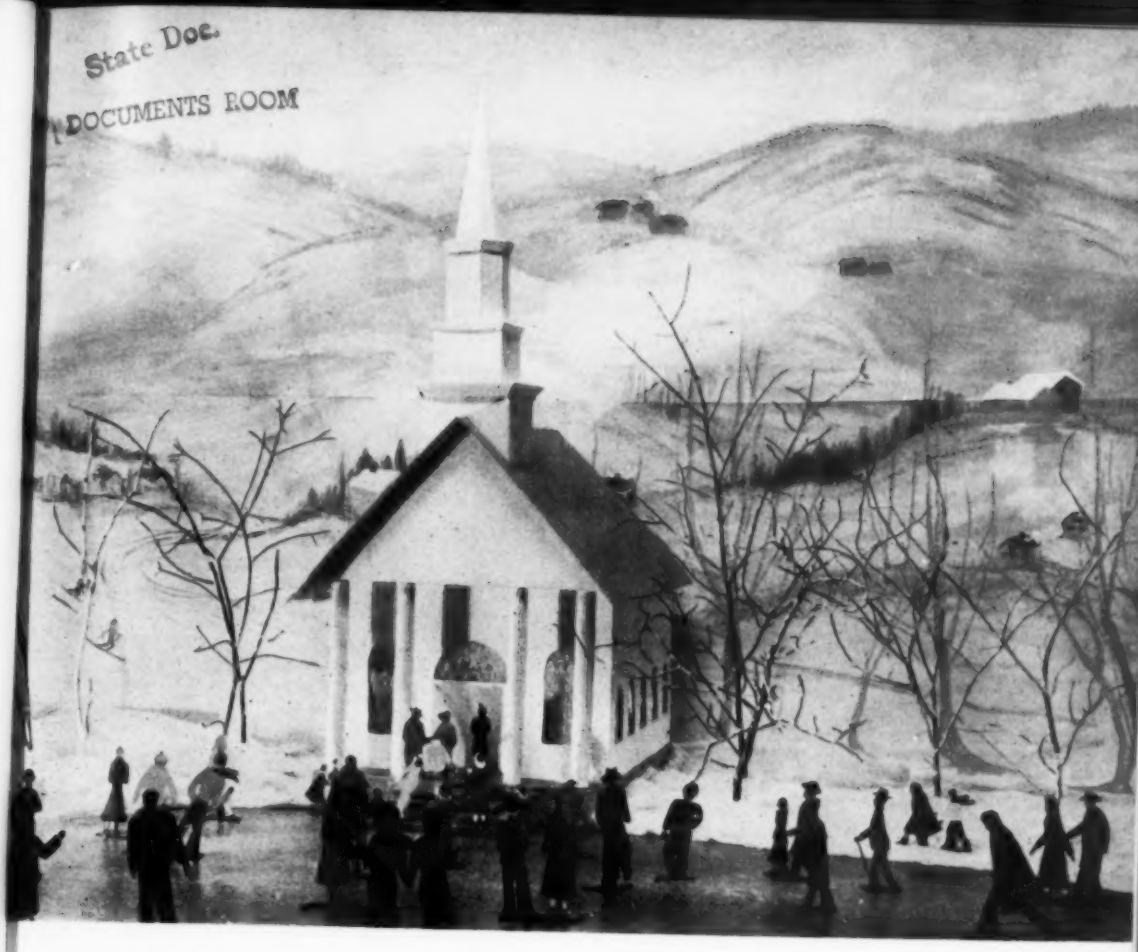

BULLETIN TO THE SCHOOLS

In this issue:

Two articles discuss
Major School Problems
— and some solutions

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VOLUME 41 DECEMBER 1954 NUMBER 4

THE UNIVERSITY OF THE STATE OF NEW YORK

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President of the University and Commissioner of Education

LEWIS A. WILSON D.Sc., LL.D., Litt.D., L.H.D.

COVER: From painting by high school art pupils at Corning Free Academy. *Photograph by Miller Photo Service, Corning.*

THE UNIVERSITY OF THE STATE OF NEW YORK
BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

CHARLES F. PROBES, *Editor* KATHLEEN L. CARMODY, *Assistant*

This bulletin is sent without charge to all schools and educational institutions of the State. To others it will be mailed postpaid for $1 a year. 10 cents for single copies.

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The University of the State of New York

Bulletin to the Schools

VOLUME 41 DECEMBER 1954 NUMBER 4

These Are the Problems We Face

Inflated Costs, High Birth Rate, Growing Suburbs, Teacher Shortage---All Add Up to a Major Challenge

LEWIS A. WILSON
Commissioner of Education

MANY OF THE MAJOR PROBLEMS CONFRONTING THE SCHOOLS ARE CREATED BY factors beyond the control of local boards of education.

One important factor has been the effect of inflation on the increased cost of operating your local schools. Inflation increased the cost of school buildings and repairs, teachers' salaries, transportation, maintenance and operation and educational supplies. A careful re-evaluation of these costs must be made if we are to reach an agreement on the financial problems confronting all our schools.

The second factor, which has probably been the principal cause of many of our school problems, has been the unprecedented increase in the birth rate. A great many people felt, seven or eight years ago, that the rapid increase in the birth rate was a temporary postwar phenomenon. Today, however, school people, sociologists and economists all agree that the increase in birth rates is not temporary, but will continue as one of the outstanding social phenomenons of the twentieth century. In 1936, the birth rate in New York State was 186,000 live births. The United States Census Bureau predicts that, beginning around 1965, the birth rate in New York State will level off at about 350,000 births a year. This significant social change places an unusually heavy responsibility on local boards of education in the planning for the future development of their schools.

Another factor which has been particularly significant since the war has been the rapid development of the suburban areas of the State. These large suburban developments have created our most serious educational problems. For example, eight years ago, there were about 150 children enrolled in the school district that now comprises the community of Levittown. This year, the Levittown schools have an enrolment of over 2500 children in their kindergartens.

While these major suburban developments have been most outstanding in the areas surrounding the big cities, smaller suburban developments are to be found in nearly every area of the State.

This is a condensation of an address delivered by Doctor Wilson during the October meeting of the New York State School Boards Association, Inc.

There has been a marked increase in the decentralization of many of our large industries and, in addition, the development of many small industrial plants. In one school district, where the board of education has recently completed plans for a new school building, a small industry was established in the community that will employ approximately 600 people and will double the school enrolment during the next three or four years. No one at the moment can anticipate the economic effect of the development of the St Lawrence project or the location of the Air Base at Plattsburg. There is also evidence to indicate that an increasingly large number of manufacturing plants will be erected adjacent to the Thruway. As a result, you will find, during the coming year, tens of thousands of people working in large and small industrial centers, but living in the country or in small suburban areas.

High Schools Will Lack Teachers

The fourth problem has been the employment of fully qualified teachers for your elementary and secondary schools. The most acute shortage for the past several years has been in the elementary schools. We are now approaching the time when we are confronted with serious shortages of teachers with special training for our secondary schools. I am particularly happy that many school boards of the State have adopted salary schedules in excess of the mandated state salary schedule. These higher salary schedules have been exceedingly helpful in encouraging liberal arts college graduates to prepare for the teaching profession and in increasing enrolments in teachers colleges. It is significant to note that, for the first time in the history of the State, the salaries paid in the school districts outside of the large cities compare favorably with the salary schedules of our large communities. In other words, the small schools are no longer being depleted of their best teachers because of the higher salaries paid by the city boards of education.

During the past five years, including the capital outlays planned for the current school year, the sum of $1,263,000,000 has been expended for new buildings and the rehabilitation of old school buildings. You have achieved a remarkable degree of community support in securing favorable consideration by the taxpayers of the bond issues needed to provide adequate educational facilities for your children. The public school buildings erected during recent years have reflected many economies that provided a maximum utilization of the buildings with a minimum expenditure for the ornate type of structure that characterized many of the new school buildings of 15 or 20 years ago.

Social, Economic Changes Affect Schools

The extraordinary economic and social changes that have taken place during the past two or three decades have had a profound influence on the development of our public schools. Many of the old industries of 25 or 30 years ago have almost completely disappeared and have been superseded by the electrical, aeronautical, communication, automotive and chemical industries. The extensive use of cheap electrical energy has resulted in profound social changes. The burden of heavy manual labor has been lifted from the backs of working men and working women. Manpower has been magnified a thousandfold with the result that there has been an unprecedented increase in the production of manufactured goods. The 60, 54 and

48-hour work week has practically disappeared. The rank and file of working men and women have leisure time to do the things they want to do rather than the things they have to do. There has been a reduction in almost 50 per cent of the people living on our farms. And yet, there has been an unprecedented increase in the production of foodstuffs and fibers. Modern equipment has almost completely revolutionized the American home. Preventive medicine and better nutrition have increased life expectancy by approximately 18 years. This also means a corresponding increase in the work expectancy of our people.

What effect will these profound social and economic changes have on the long-range development of our public schools? We are living in a new world that requires a re-evaluation of our public school program, but more particularly, our secondary school program. The continued growth and stability of our country depends, in a large measure, upon better educated and trained people in all walks of life. The successful farmer has to be well informed in regard to the scientific developments in agriculture, as well as being a good business manager. He needs to be able to interpret the findings of research released by the agricultural research stations at Geneva and Cornell. In industry, there is a constantly increasing demand for better trained personnel. Workers today are required to operate expensive, highly developed technical equipment that necessitates a better understanding and training in the fields of technological development. Increasingly large numbers of manufacturers will employ only high school graduates. The automation of industry will require tens of thousands of highly trained technical people to service the electronic equipment used in the new methods of manufacturing. The service industries that now employ one-fifth of all our workers require unusually well-trained people to service the complicated equipment used in industry, on the farm, in the home and in the offices. The 200,000 retailing establishments in the State require the services of increasingly large numbers of men and women who sell the products produced by agriculture and industry. The American homemaker must be better trained to understand the importance of nutrition and diet, child care and the management of the home budget, which represents the expenditure of roughly 70 per cent of the income of our workers.

Program Must Meet Needs and Interests

The dream of equality of educational opportunity will never be realized, particularly in our secondary schools, until we develop programs adapted to the needs, interests, abilities and aptitudes of our young people. The secondary schools of 25 or 30 years ago were primarily concerned with the preparation of young people for college. Today, the modern high school serves all children — those who go to college, those who expect to become industrial workers, agriculturists, homemakers or to enter various fields of business employment. We must keep in mind that 75 per cent of the boys and girls who enter high school are the potential workers who must be prepared to take their place in the new economic world in which we live.

I would like to mention some of the challenges that face local boards of education. First, I am sure that your primary problem will not be in the elementary schools. These schools have a common purpose — the training of the youngsters

in the three R's, in basic citizenship and in good social and health habits. These schools have been enriched by the introduction of such cultural subjects as music, art and dramatics.

I wish to call your particular attention to the areas where substantial improvement can be made in the education we provide for the children in the upper six years of our schools. There is still a big problem in the field of early secondary education. These children need a program rich in opportunity that recognizes individual differences and provides exploratory courses that will enable them to discover their outstanding aptitudes and abilities. This does not mean that they will not receive the basic training in the usual subjects together with broad training and participation in fundamental citizenship. It does mean, however, better testing programs, better guidance and counseling services and school facilities and personnel that will better serve their interests, their needs and their abilities. If we do a better job with these adolescent children, we certainly can greatly improve their chances of success when they enter the senior high school.

More Services Mean Fewer Dropouts

The second major job is in the secondary schools. We can not afford to allow 40, 50 or 60 per cent of our children to leave school before the completion of the secondary school program. In the rural areas and smaller communities, steps have been taken, through the work of the cooperative boards of education and the county boards for vocational and extension education, to provide additional services for these young people. The biggest single challenge confronting school boards is the development of larger units of administration that will be able to provide the range of secondary educational opportunities for these young people. We have made an enviable record in the development of our central schools. As a matter of fact, 40 additional central school districts will complete the centralization program of the State. Thirty years ago the primary objective of the central school districts was to establish a high school. Today we realize that a high school must be diversified to meet the interests of our students. This is the area of the greatest educational challenge in the State. Intermediate districts are the key to the future development of better secondary educational opportunities for the boys and girls living in the villages, small communities and farming areas of our State. The intermediate district can provide buildings and facilities and personnel needed to provide the secondary school services for all these children.

During the next two decades, greater progress can be made in the development of better educational opportunities for all our high school students than has been made in the previous history of education. The first great step in this long-range development has been the centralization of some 8000 small school districts that now constitute the 465 central school districts of the State. Now is the time to plan for these long-range developments. This year there are approximately one million children enrolled in the village and supervisory district schools. If present migration continues, the phenomenal increase in school enrolments will continue outside of the large cities. This is your challenge and opportunity.

Gutenberg Bible Page Is Gift

State Library Acquires Leaf of World's Most Famous Book, First Great Example of Printing from Movable Type

A page from the famous Gutenberg Bible, the first great example of printing from movable type, has been presented to the New York State Library by Coplin Yaras, an Albany book collector.

The Gutenberg Bible is regarded as the world's most famous and costly book, one of the most sought after by collectors. It is the first complete book to have been printed from printing types. Johann Gutenberg was the inventor of movable printing types. After experimenting on indulgence forms, he began work on the Bible in 1450 and finished in 1455, in the city of Mainz in Germany.

Scholars have estimated that 200 copies of this first edition of the Bible were printed. A complete copy comprises 641 leaves or 1282 pages. There are two columns and 42 lines to each page, but no headings and no page numbers.

There are 45 copies still in existence, but 23 of them are imperfect, lacking one or more leaves. Twelve are located in the United States: The Library of Congress, Henry E. Huntington Library in California, Pierpont Morgan Library (three copies), Yale University Library, Harvard University Library, General Theological Seminary in New York City, The

Chancellor Myers Accepts "One of the Library's Finest Gifts" from Coplin Yaras as Commissioner Wilson and Regent Welles V. Moot Watch Presentation

New York Public Library, the Scheide Library in Titusville, Pennsylvania, and two in private hands.

Many years ago an imperfect copy was broken up and sold, leaf by leaf, to libraries and collectors who could never hope to acquire the whole book. The leaf presented to the New York State Library is one of these. It includes chapters 50–53 of the Book of Isaiah in the Old Testament.

This gift will become the cornerstone of a collection of books illustrating the history of printing in the State Library. The Library already has examples of famous later works, down through five centuries. The collection is used by scholars who come to Albany and, under special terms, is available for loan to other libraries in New York State.

In the opinion of Dr Charles F. Gosnell, State Librarian and Assistant Commissioner of Education, this is one of the finest gifts in the history of the New York State Library.

Presentation was made at a ceremony held during the monthly meeting of the Board of Regents on November 19th. The gift was accepted by Chancellor John P. Myers.

Mr Yaras, an Albany attorney and an amateur book collector, was the attorney for Mrs John Boyd Thacher at the time the famous Thacher collection of rare books was deposited in the Library of Congress. He is a member of the Grolier Club of New York City, an organization of well-known collectors.

Ogdensburg Principal Dies

Ralph E. Wiber, principal of the Ogdensburg Free Academy for 29 years, died on October 29th.

Mrs Cole Is Dead

Mrs Minnie Pierce Cole, whose late husband, Dr Ernest E. Cole, was Commissioner of Education from 1940 to 1942, died in Bath on October 19th at the age of 80. She is survived by three sons, Representative W. Sterling Cole of Bath, Dr James Cole of Buffalo and Robert E. Cole, a Hammondsport attorney. In his 16 years of service with the State Education Department, Doctor Cole had also been Counsel and Deputy Commissioner. He died in 1949.

Documents Go to Library

The private library and papers of the late Edith M. Luce, for many years a teacher in the Catskill schools and an authority on local and state history, have been turned over to the Catskill Public Library.

Miss Luce, who at one time taught Commissioner of Education Lewis A. Wilson in elementary school, died at the age of 76 on July 13, 1954, after a short illness. She was a graduate of Brockport State Normal School and had been a teacher since 1905.

She taught in Corning, Burdett, Kenmore, Forestville, Clyde and Hartford, where she was principal. She first went to Catskill in 1922 and for three years was principal of the high school. She left Catskill to conduct teacher-training courses in Warsaw and Forestville but returned in 1934 to teach until 1948.

A founder of the Junior Historical Society, Miss Luce did research in local history and gathered valuable files on Greene county history. She was a member of Christ's Presbyterian Church, Catskill, which has established the Edith M. Luce Memorial Fund to aid mission work with the Navaho Indians.

Papers Illustrate Jewish History

Aiding the observance of the American Jewish Tercentenary, the State Library has sent eight original manuscripts to New York City for display at the Jewish Museum of the Jewish Theological Seminary from December to May 1955. During May they will be exhibited at the Smithsonian Institution in Washington.

The documents date back to 1654 and most are written in Dutch. Among them are:

A letter written April 26, 1655, by directors of the Dutch West India Company to Governor Peter Stuyvesant, granting the Portuguese Jews permission "to sail to and trade in New Netherland and to live and remain there" . . .

A 1655 petition of Jack Barsimson and Aser Levy for leave to stand guard like other burghers of New Amsterdam or be excused from tax

The Regents gave permission for the loan at their October and November meetings.

The American Jewish Tercentenary marks the 300th anniversary of the first settlement of a Jewish community in what is now the United States. Taking as its theme "Man's Opportunities and Responsibilities under Freedom," the eight and one-half month celebration opened in New York City on September 12th with a reconsecration service at the Spanish and Portuguese Synagogue, founded in 1654, the Nation's oldest Jewish congregation, and will close May 29, 1955, with an outdoor religious ceremony in Washington, D. C.

Regent Roger W. Straus of New York City is one of 19 members appointed by Governor Thomas E. Dewey to the Joint Legislative Committee for the American Jewish Tercentenary.

The observance commemorates the arrival in New Amsterdam of a band of 23 refugees in September 1654, after the Portuguese had reconquered Brazil from the Dutch and had ordered all non-Portuguese to leave. The 23 pioneers had sailed from Recife, Brazil, the "Jerusalem of the New World." Until then Recife had been the largest Jewish center in the Western Hemisphere and was the home of the New World's first Jewish congregation, founded in 1642.

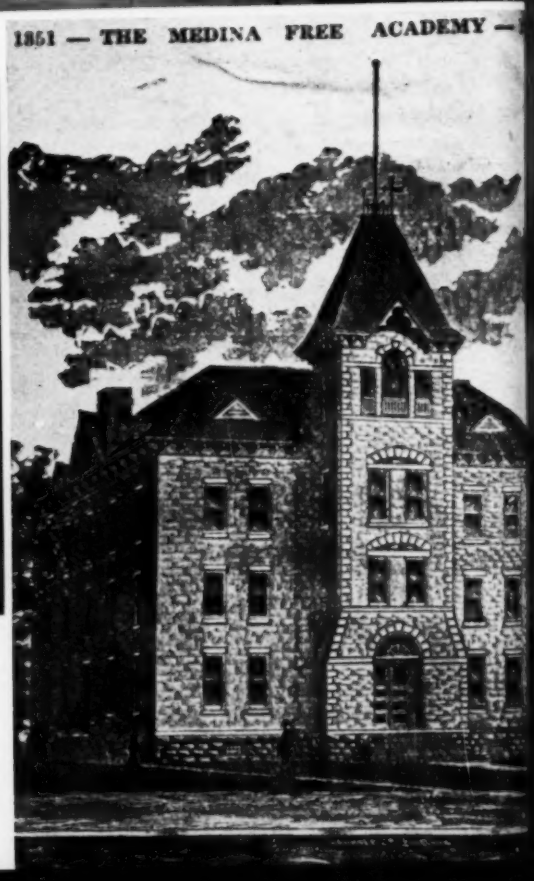
What National Tercentenary Chairman Ralph E. Samuel calls the "tearless history" of American Jews continued in New Amsterdam with admission to burghership in 1657 and the winning of freedom to worship in 1658. The first American-born rabbi, Gershom Mendes Seixas, served on the first board of trustees of Columbia College at its reorganization from King's College in 1787.

One of many scheduled events is the traveling fine arts exhibit which opened October 5th at the Riverside Museum, New York City, and will include on its nationwide tour the Albright Gallery, Buffalo, and the Rochester Memorial Art Gallery.

Schools, libraries and museums wishing to tie in history projects with the tercentenary observance have been invited to borrow from a library of more than 10,000 books and several thousand documents on American Jewish history made available by the American Jewish Historical Society. The collection is being made accessible to educational institutions as "a central source of study during the tercentenary." It deals with sources in colonization, immigration, biography, naturalization, genealogy and the general contributions of Jews to American civilization.

Further information may be obtained from Professor Salo Baron of Columbia University, president of the society.

PITCHER HILL
GRADE SCHOOL


1851 — THE MEDINA FREE ACADEMY —

This Is Our Story

New Bulletin Gives Pictorial History of Fifty Years of Educational Progress in New York State

VIVIENNE ANDERSON
Associate in Secondary Curriculum
Bureau of Secondary Curriculum Development

THE FREEDOM TO GROW AND LEARN. . . . The steady forward movement to strengthen the solid foundations of education for a free people. . . . "

This is the theme of the Department's recently released public relations document, This Is Our Story, a highly pictorial depiction of 50 years of educational progress in New York State.

The new publication illustrates the tremendous growth that has taken place in public and nonpublic elementary, secondary, adult and higher education. It depicts the development of special services in the fields of health, guidance and psychological testing. It describes the services that have been developed for mentally and physically handicapped children and for the thousands of physically handicapped adults who have returned to useful employment through vocational rehabilitation services.

One section of the publication reviews the increase in the number of universities, colleges and professional schools and the publicly supported colleges maintained by the State and the municipalities.

This Is Our Story is based on an exhibition of 37 six-by-four-foot murals that were prepared for display at the Regents Anniversary Convocation held on April 8 and 9, 1954, in the Education Building.

The special Anniversary Convocation celebrated the following significant events in the educational history of New York State:

The 170th anniversary of the establishment of the Board of Regents

The 100th anniversary of the creation of a separate Department of Public Instruction with responsibility for the operation of the common schools

The 50th anniversary of the Unification Act which brought together under the jurisdiction of the Board of Regents all the educational activities now administered by the State Department of Education

In the foreword to This Is Our Story, Commissioner Lewis A. Wilson states, "The past half century of educational progress is symbolic of the untiring efforts of our schools and colleges and the continuous leadership of the Regents in their task of expanding educational opportunities. To the continuing cooperative efforts of these vital forces, this booklet is dedicated."

Top: Modern Elementary School, North Syracuse

Lower Left: Nineteenth Century Secondary School

Lower Right: One-Room School, Turn of Century

Names of New Superintendents Listed

New superintendents of schools in the cities and villages of the State reported since the 1953–54 edition of Handbook 24 are listed below:

Cities

Beacon ..... J. Phillips Reynolds
Elmira ..... Donald S. Keeler
Fulton ..... Robert C. Macdonald
Gloversville .. William E. Male, acting
Mechanicville . Michael T. Griffin
Rochester .... Howard C. Seymour
White Plains . Carroll F. Johnson

Villages

Bay Shore ... E. Lloyd Moreland, acting (George H. Gatje, on leave)
Dobbs Ferry . Norman Haweeli
Fallsburgh ... Louis Blumberg
Ilion ..... George H. Purple
Levittown .... Walter S. Crewson
Lindenhurst .. Lawrence C. Lobaugh
Malone ..... F. W. Schnitzlein
Medina ..... Harold J. Rankin
Perry ..... John O. Benz
Suffern ..... Lester E. Rounds
Syosset ..... Frank R. Manarel
Waterford .... Charles M. Fitzpatrick, acting
Westbury .... Cecil L. Rice
Whitehall .... Bernard P. Murphy

Two central school districts in the villages of Syosset and Suffern have been established as superintendencies as of November 1st, according to an announcement by John P. Jehu, Director of the Division of Law.

Frank R. Manarel has been named superintendent of schools in Syosset for Central School District 2 of the town of Oyster Bay, Nassau county. The newly appointed Suffern superintendent of schools is Dr Lester E. Rounds, serving Central School District 1 of the town of Ramapo, Rockland county.

Superintendencies have been discontinued in the following villages:

Carthage, now a part of the first supervisory district of Jefferson county

Corning, District 13, now a part of the enlarged City School District of Corning

Mount Kisco, now a part of the first supervisory district of Westchester county

Owego, now a part of the first supervisory district of Tioga county

New Administrators Meet Staff

More than 100 beginning principals and school superintendents from all sections of the State attended the Beginning School Administrators Conference at the State Education Building on November 4th and 5th. Commissioner Lewis A. Wilson greeted the group and Dr Ernest A. Frier, Director of the sponsoring Division of Secondary Education, was chairman.

Purpose of the conference was to familiarize new administrators with the personnel, services and resources offered to the schools by the Education Department.

Panel discussions were held on "Major Issues Confronting Public Education" and "Current Problems and Practices in Secondary Education." Department personnel discussed services available in elementary education, examinations and testing, and health, physical education and recreation. They described the organization of the Board of Regents and the Department.

Special sessions were held for newly appointed superintendents on problems facing the administrator, practical techniques in public relations and law.

The Hour of Teaching

Everything in Education Must Be Geared to the 'Hour' When Teacher Meets Pupils in the Classroom

JAMES ALLEN JR
Deputy Commissioner of Education

THE ONLY THING THAT HAS REALITY in education is the teaching and learning which goes on in the classroom.

The major problem of public education today is being faced each hour of the school day in every one of the thousands of classrooms throughout the Nation. That problem is this: Is what goes on in this classroom at this hour the best use of the hour in terms of the purposes of the class, of the school and of the needs and goals of these pupils?

When the "hour of teaching" arrives, we in Albany, whether we be in the Legislature, in the Education Department or in some other agency of State Government, can do nothing about this essential problem. Any contribution which we can make will have already been made. Therefore, if the Legislature, the public and school officials are "too little and too late" in their provisions for the schools, no amount of promises of additional money or of higher salaries for the future will help when today's teachers face today's children in today's classrooms.

On what the teacher does, regardless of the conditions under which he is forced to work, depends in large measure the willingness of the public to support the schools. In other words, good teaching today means good schools tomorrow. Poor teaching today means poor schools tomorrow.

Since the last major adjustment in the State's school finance plan, upheavals in social and economic conditions have so drastically outdated our present pattern for support of public schools that it no longer provides the financial underpinning essential to insure quality in the hour of teaching.

The first task of the (Temporary) Commission (on Educational Finances) is, in my opinion, to come to grips with the question of the level of the foundation program which is necessary to provide every child a defensible education in terms of today's needs and costs. Until this is done, any effort to revise the present pattern of support or to establish greater equity in the apportionment of state aid is unrealistic.

In working out the "how" of financing, we must never lose sight of "what" we are financing. That, in its basic reality, is the hour of teaching.

Each time we say "teacher shortage" we must make it clear that for each teacher who is missing, there are 30 children missing — that is, 30 children missing the skill and understanding, the invaluable teacher-pupil relationship — all the things that good teaching means.

It may be a temporary shortage, but the teaching that those teachers who weren't there could not give to the children who were there, is a permanent and tragic loss.

The solution to the teacher shortage lies in a whole complex of steps. These

Excerpts from an address given before the House of Delegates of the New York State Teachers Association November 22d in New York City

include higher salaries, better and more professional working conditions, greater acceptance by teachers themselves of the conditions which make teaching a profession, and, basic to them all, more active and more widespread public support for the schools. What people see in our schools and how well they find the job of teaching being done, will strongly influence their attitudes and willingness to provide for the steps which must be taken to solve the teacher shortage.

Approve Bond Issues

The Board of Regents approved eight bond issues totaling $2,152,455.05 on November 19th. The bond issues will cover such school improvements as the acquisition of land, the construction of buildings and the purchase of buses.

The approved bond issues include:

Hills-Melville Central School District, Suffolk county, an issue of $737,000 for the school construction program; $100,000 for the acquisition of a school site; total, $837,000

Morris Central School District, an issue of $12,000, or so much thereof as may be necessary, for the purchase of a school bus

Ripley Central School District, an issue of $9000 for the purchase of a school bus

Sherwood Central School District, an issue of $6655.05 for the purchase of a school bus

Union Free School District No. 23, Town of Oyster Bay, Nassau county (Massapequa), an issue of $1,250,000 for the construction of an elementary school building

Union Free School District No. 23, Town of Oyster Bay, Nassau county (Massapequa), an issue of $17,700 for the purchase of two school buses

Middleburg Central School District, an issue of $11,000 for the purchase of a school bus

Troupsburg Central School District, an issue of $9100 for the purchase of two school buses

Help for Suburbanites

To aid suburban communities in various parts of the State in solving their school financial problems the Board of Regents announced on November 29th the appointment of a special committee of three to confer with the Temporary State Commission on Educational Finances. Members of the committee are Regents Roger W. Straus of New York, Cornelius W. Wickersham of Cedarhurst and Thad L. Collum of Syracuse.

Late in October the Regents visited Nassau and Suffolk counties on Long Island to see firsthand the extent to which farmlands there have been transformed into vast housing developments. A similar transformation, while not on so large a scale, is taking place in suburban communities in other parts of the State.

Plan Premedical Session

Representatives of New York State colleges and universities have been invited to attend the Regional Conference on Premedical and Predental Education to be held in the Biltmore Hotel, New York City, on January 7 and 8, 1955. It is one of five such conferences to be sponsored throughout the Nation by Alpha Epsilon Delta, national premedical honor society.

At the New York State luncheon scheduled for Friday, January 7th, speakers will include Dr Carroll V. Newsom, Associate Commissioner for Higher Education, whose topic will be "Some Implications of Increased College Enrolments," and Dr Robert Straus, assistant professor of public health and preventive medicine, State University of New York Upstate Medical Center, College of Medicine, Syracuse, talking on "Some Costs of Going to Medical School and How They Are Met."

Fall Enrolment Shows Gain

Most School Districts of the State Report Increases in September Registration Figures

The annual fall public school enrolment survey compiled by the Bureau of Statistical Services shows an increase in upstate districts of 61,537 pupils. New York City, because of a change in entrance age of school children from five years, four months to five years, eight months, reported a small decrease from the previous year.

As of about September 30, 1954, the total enrolment in all public schools was 2,246,967. This represents a net increase of 42,362 over the previous September.

New York City reported 914,453 pupils enrolled, representing a slight drop in registration as compared with that of last fall. In a sense this was deferred enrolment instead of a loss. In addition, New York City lost some pupils to suburban areas.

The upstate as well as the New York City enrolments were affected also by the lower number of births in 1948 and 1949, both years being about 20,000 births below the 1947 high point. Children from these two birth years entered school in September 1954.

Later figures will be larger than those in this report since schools enrol pupils during the school year.

Fifty-two cities of the State reported a combined increase of 15,399 pupils. These cities, together with the increase in each, are: Albany, 141; Amsterdam, 116; Auburn, 48; Batavia, 98; Beacon, 115; Binghamton, 305; Buffalo, 762; Canandaigua, 291; Corning, 5093 (due to a consolidation of 62 districts); Cortland, 164; Dunkirk, 6; Elmira, 134; Fulton, 84; Geneva, 39; Glen Cove, 262; Glens Falls, 43; Hornell, 50; Ithaca, 50; Jamestown, 147; Johnstown, 44; Kingston, 172; Lackawanna, 41; Little Falls, 48; Lockport, 140; Mechanicville, 22; Middletown, 157; Mount Vernon, 285; New Rochelle, 355; Newburgh, 127; Niagara Falls, 542; North Tonawanda, 453; Norwich, 341; Ogdensburg, 67; Olean, 42; Oneida, 77; Oneonta, 26; Peekskill, 60; Port Jervis, 258; Poughkeepsie, 159; Rensselaer, 3; Rochester, 1401; Rye, 102; Salamanca, 357; Saratoga Springs, 45; Schenectady, 141; Sherrill, 14; Syracuse, 492; Tonawanda, 175; Troy, 255; Utica, 173; White Plains, 306; Yonkers, 571.

Ten Cities Lose

Nine other cities, in addition to New York City, reported decreased enrolments as follows: Cohoes, 37; Gloversville, 23; Hudson, 18; Long Beach, 158; Oswego, 49; Plattsburg, 64; Rome, 205; Watertown, 34; Watervliet, 65; a total decrease of 653.

It should be noted that the decrease in some of these cities is due to a loss of nonresident pupils and not to fewer public school pupils of the city itself.

Of the 104 villages with superintendents of schools, 95 reported increased enrolments aggregating 24,694 pupils, one reported no change and eight reported decreased enrolments aggregating 509 pupils. This resulted in a net gain of 24,185 pupils in these villages. Three villages reporting one year ago are no longer in this category, one having been absorbed by a city, and two having become central schools under a district superintendent.

Total public school enrolments by counties as of about September 30, 1954, were as follows:

Albany	31,602
Alleghany	10,149
Broome	38,248
Cattaraugus	16,185
Cayuga	11,576
Chautauqua	26,284
Chemung	16,288
Chenango	9,331
Clinton	9,548
Columbia	8,491
Cortland	8,026
Delaware	9,709
Dutchess	22,254
Erie	133,290
Essex	7,152
Franklin	9,277
Fulton	10,067
Genesee	9,660
Greene	5,620
Hamilton	906
Herkimer	12,344
Jefferson	16,701
Lewis	5,475
Livingston	7,641
Madison	11,871
Monroe	68,962
Montgomery	9,515
Nassau	200,087
Niagara	34,784
Oneida	40,266
Onondaga	60,000
Ontario	11,098
Orange	25,818
Orleans	6,455
Oswego	17,252
Otsego	10,115
Putnam	3,962
Rensselaer	18,890
Rockland	15,825
St Lawrence	20,362
Saratoga	16,387
Schenectady	25,265
Schoharie	5,432
Schuyler	2,906
Seneca	5,898
Steuben	20,801
Suffolk	69,829
Sullivan	8,148
Tioga	7,045
Tompkins	11,050
Ulster	17,016
Warren	7,964
Washington	9,681
Wayne	13,767
Westchester	106,413
Wyoming	7,033
Yates	4,093
Total counties	1,332,514
New York City	914,453
Grand total	2,246,967

School Names Changed

The Regents on November 19th changed the names of the following schools:

Altamont High School, Altamont, to Guilderland Central High School, Guilderland

Brewster High School, Brewster, to Brewster Central School

Brownville-Glen Park Central School, Brownville, to General Brown Central School

Carthage High School, Carthage, to Carthage Central School

Roessleville Union School, Albany, to Colonie Central High School

Straubenmuller High School, New York City, to Charles Evans Hughes High School

Textile Evening High School, New York City, to Charles Evans Hughes Evening High School

New Chateaugay School

Dr Edwin R. Van Kleeck, Assistant Commissioner of Education, gave the principal address at the November 21st dedication program opening the Chateaugay Central School. The new building was completed during the 75th anniversary year of Chateaugay's first high school, founded in 1879 as the Chateaugay Union Free Academy. Maynard G. Pilling is the supervising principal.

Nurse Total High But Many Off Duty

For the first time in the history of New York State the number of registered professional nurses exceeds 100,000. At the same time the registration of licensed practical nurses has reached a peak of more than 30,000.

During 1940–41 fewer than 75,000 professional and practical nurses were registered for practice in New York State.

All nurses practicing in the State must be licensed by the State Education Department and also registered for current practice. Registration applications must be filed every two years by nurses to indicate that they wish to practice in the State during the biennial period. Answers to questions on the applications indicated that not all of the nurses seeking registration were actively engaged in nursing.

About 56 per cent of the registered professional nurses currently registered with the Department indicated that they were actively practicing in the State, while 11 per cent report that they were practicing in other states. The remaining one-third indicated that they were not presently active in nursing.

These figures are based on information reported by Dr John W. Paige, Chief of the Bureau of Professional Examinations and Registrations.

Corresponding information for the licensed practical nurses showed that 79 per cent of those registered with the Department were actively engaged in nursing in New York State. Out of the combined total registration of more than 130,000 professional nurses and practical nurses, more than 80,000 are reported as actively engaged in practice in the State.

Since July of this year a study group headed by Regent Dominick F. Maurillo of Brooklyn has been exploring the problem of the nurse shortage. Doctor Maurillo is being assisted in this study by Associate Commissioner Carroll V. Newsom, Assistant Commissioner Robert C. Killough jr, Mary Ellen Manley, Secretary to the State Board of Examiners of Nurses, and Ruth C. Johnson, Assistant in Nursing Education of the Board of Examiners. The analysis of data is being made by the Division of Research headed by Dr Warren W. Coxe.

In reply to a questionnaire circulated by the committee, hospital administrators assert that one-third of the budgeted positions for general duty nurses are now vacant in spite of the considerable increase in the number of practicing nurses.

Plans for New Buildings

Plans for new school buildings and major additions approved during October by Commissioner of Education Lewis A. Wilson upon recommendation of the Division of School Buildings and Grounds include the following:

South Huntington, Suffolk county, three new elementary schools, $2,646,000

District 3, Cheektowaga, Erie county, new South Elementary School, $1,391,000

Interlaken, Seneca county, new elementary school, $313,600; additions and alterations to central school, $228,650

South Glens Falls, Saratoga county, new Moreau Elementary School, $600,000

Greenville, Greene county, addition to bus garage and additions and alterations to central school, $218,465

Laurens, Otsego county, addition and alterations to central school, $200,000

Long Beach, Nassau county, new public library building, $220,724

Spring Valley, Rockland county, addition and alterations to elementary school, $355,000

Middletown, Orange county, new elementary school (Bedford avenue), $333,340

Regents Admit Rockefeller Institute

The Board of Regents has admitted the Rockefeller Institute for Medical Research, New York City, to The University of the State of New York and has granted it the right to confer the degrees of doctor of philosophy and doctor of medical science as well as the honorary degrees of doctor of science and doctor of laws.

By the action of the Regents taken at their November 19th meeting, the institute is now enabled to give due recognition for advanced work that is considered not obtainable elsewhere. Its relationships with other institutions and universities in this country and throughout the world are also facilitated.

The institute will grant the doctor of philosophy degree to persons already holding bachelor of arts or bachelor of science or equivalent degrees, and that of doctor of medical science to persons already holding the degree of doctor of medicine.

The Rockefeller Institute will now be " subject to the jurisdiction and visitation of the Regents . . . in all respects as though the corporation had been originally incorporated by the Regents." The institute's charter was granted in 1901 when it filed as a membership corporation with the Secretary of State of the State of New York. A special act of 1908 amended the certificate of incorporation to give the institute very broad powers. It was never, however, actually chartered by the Regents.

The Rockefeller Institute, whose holdings are valued in excess of $125,000.000, was founded to carry on a program of investigation, research and treatment in the fields of science, hygiene, medicine and surgery, the nature and causes of disease and the methods of prevention and treatment.

In carrying out these purposes, it engages in research and advanced education in many scientific fields. It operates a 55-bed hospital with its own laboratories to extend its research into the clinical sphere.

Other Charter Actions

The Board of Regents acted on the charters of three organizations of historical interest.

The Chautauqua County Historical Society having moved its headquarters from Mayville to Westfield, its charter was amended to that effect. The society was originally chartered by the Regents in 1909 and is one of the oldest historical groups in the State.

The provisional charter granted in 1950 to the Walt Whitman Birthplace Association was made absolute. The group has restored the old frame house in Huntington, Suffolk county, where the American poet was born. The association maintains the building as a historical shrine.

The provisional charter of the Fort Edward Historical Association, first given by the Board in 1927, was made absolute. Located in Fort Edward, Washington county, the association has restored and now maintains as a museum the pre-Revolutionary Old Fort House, the oldest standing frame house in the county.

The Regents granted an absolute charter to the Parrish Art Museum, an educational corporation which will protect and exhibit the art collection presently located in the Parrish Art Museum, Southampton, Suffolk county. The collection was the nucleus of an art cultural center founded by Samuel L. Parrish in 1897. The new group proposes to operate a community center in all the arts and will sponsor painting and crafts classes, a library, educational exhibitions, concerts, motion pictures, lectures, discussions and dramatics.

A provisional charter, valid for five years, was granted to the Clarkstown Community Nursery School in New City, Rockland county.

Drama Center

The Shakespeare Workshop was granted a provisional charter valid for five years. A Manhattan group, the new educational corporation plans to encourage interest in poetic drama by presenting plays at its own center and at outside schools and institutions, by conducting classes and by giving public readings. It intends to construct a replica of an Elizabethan playhouse and to establish an annual summer Shakespearean festival.

The Regents granted an absolute charter to the Watkins Glen Central School District Free Public Library, to be located in Watkins Glen, Schuyler county. Founded in 1895, the library functioned for many years as a school district public library and is now being reorganized to serve the central school district.

The Board approved an absolute charter for Trinity Episcopal Day School, Roslyn, Nassau county. A provisional charter was granted in 1949 for a parochial school, including a nursery school and the elementary grades.

The provisional charter of the Baptist Bible Seminary, Incorporated, Johnson City, Broome county, has been extended for three years and amended by authorization to conduct courses leading to the degrees of bachelor of theology and bachelor of religious education. The charter statement of purpose has also been amended to substitute the word " higher " for " post-secondary " as regards the education provided.

A five-year extension of the charter was granted to the Rensselaerville Library, Rensselaerville, Albany county, which holds a provisional charter granted in 1921 and extended in 1944 and 1951.

Three separate charter actions marked the reorganization of the Penn Yan Public Library from a school district public library into a central school district public library. The Regents granted the reorganizing library an absolute charter and then approved the transfer of property from the old to the new library. The third action canceled the charter of the old library, which had been incorporated by the Regents in 1895. The library is located in Penn Yan, Yates county.

Degrees Added, Dropped

Three degrees were added and one degree dropped in two amendments made to Regents Rules at the November 19th meeting of the Board of Regents.

The degrees of bachelor of agricultural engineering, bachelor of engineering physics and master of industrial and labor relations were added to the list of qualified degrees in course.

Deleted from the list of qualified degrees in course was the degree of bachelor of marine science.

Complete Syllabus Committees

Appointments and reappointments to state councils and advisory committees were made by the Regents at their November meeting.

Mrs Lillian K. Sterling, Albany, was reappointed to the Practical Nurse Advisory Council for a three-year term beginning January 1, 1955. When the council was organized last March, she was appointed for a short term which will conclude on December 31, 1954.

Appointed to the Physically Handicapped Children's Council was Dr Charles H. Vosburgh, Forest Hills. He will serve for five years beginning October 1, 1954, filling the vacancy caused by the death of George R. Irving, New York City, whose term expired September 30, 1954. Doctor Vosburgh is president of the board of trustees of the Jamaica Hospital and was the principal of Jamaica High School for many years.

A five-member committee has been named to assist the staff of the Bureau of Trade and Technical Education, State Education Department, in the preparation of the trade syllabus in carpentry. These members are Theodore Fletcher, carpentry teacher, Philip Schuyler High School, Albany; Charles A. Vik, chairman of building trades, McKee Vocational and Technical High School, Staten Island; James J. Johnson, teacher of carpentry and light building trades, Spring Valley High School, Vocational Education and Extension Board of Rockland County, New City; Harry Kean, carpentry teacher, McKinley Vocational High School, Buffalo, and Alexander Korsh, carpentry teacher, Trott Vocational High School, Niagara Falls.

With the naming of three substitute members, the Regents completed the appointments to a five-member committee which will work with the State Education Department Bureau of Trade and Technical Education to prepare a syllabus in the field of control instruments to be used in technical high schools.

Frank E. Stewart, chairman of the department of applied physics, Brooklyn Technical High School, will serve in place of William Pabst, Brooklyn; Merwin Jones, related technical teacher, Hurlbut W. Smith Technical High School, Syracuse, in place of E. H. Lang, Syracuse, and Fletcher H. Miller, consultant in vocational education, Board of Education, Rochester, in place of John Hoblock, Rochester.

Selected last month were Raymond Prosser, supervisor of technical education, Buffalo, and Clarence Crofoot, supervisor, Mont Pleasant High School, Schenectady. Since that time Mr Pabst, Mr Lang and Mr Hoblock had advised the Board of Regents that it would not be possible for them to serve.

The Regents named Thaddeus May, Hutchinson-Central Technical High School, Buffalo, to serve on the technical syllabus committee on architectural design and building construction. He replaces Fred J. Soukup of Buffalo, who is unable to serve because of ill health.

Secondary School Actions

Southwestern Central School, Jamestown, (Lakewood-Celoron) was admitted to The University of the State of New York as of high school grade at the meeting of the Regents on November 19th.

Dropped from the University roll were Lakewood High School, Lakewood; Celoron High School, Celoron, and Bloomingdale Union School, Bloomingdale.

What Are 'Pupil Personnel Services'?

EDWIN R. VAN KLEECK
Assistant Commissioner for Pupil Personnel Services and Adult Education

PUPIL PERSONNEL SERVICES ARE SERVices to pupils as persons — as individuals. They are the cluster of services that bear on the child as an individual, not on children *en masse*, not on children as classes or single schools or school systems.

In the State Education Department, these services embrace guidance and child accounting and child adjustment; the school health services like those of the school physician, nurse-teacher, dental hygiene teacher and the hearing and vision conservationists; the whole area of special education serving the individual atypical child; the evaluative services (for without finding out about the child as an individual — his strengths and his weaknesses of ability, of physique, of aspiration — no intelligent help can be given him).

And, finally, pupil personnel services embrace psychological services, wherein not only the child's mind but his emotional being — that complex of multitudinous mental health factors that we call the psyche — is considered.

Do you wonder that my favorite analogy in describing pupil personnel services is their resemblance to the wheel? The *rim* is the administrative services, like buildings and grounds, finance, school district reorganization; the *spokes* are the general and vocational instructional services. The pupil personnel services constitute the *hub*, that point of concentration on the individual child, the only point at which any learning does — or can — take place.

But pupil personnel services are not just services. More importantly they are a point of view, a concept — the implementation in the school of the mental hygiene approach. They are the "much more" of a slogan like "The Three R's and Much More."

Because, essentially, pupil personnel services magnify the importance of the individual human being, they are in tune with the current emphasis on spiritual values.

Because they seek for each child his own individual optimum, they are fundamentally moral, another emphasis which, happily, is gaining popular and professional acceptance.

Because they entail study of each child as a person, they reinforce our current assaults on the anti-intellectualism which one fears has permeated substantial segments of American education. This they accomplish, first, by not demanding or expecting speed from the slow, and, secondly, by not permitting or accepting *one*-talent performance from those who have been given five talents.

Thus the concept of pupil personnel services complements and harmonizes with (and is indeed an indispensable basis for) the campaign by the Board of Regents and the Department with respect to minimum standards or foundations, not only in the three R's but also in "much more," not only in the area of elementary education but also in secondary schooling.

I say they harmonize, for what greater service can be rendered the pupil as a person than to help him to his optimum self-realization, be that of low or of high level? What better can promote a child's good mental health than the sense of achievement, the feeling of security, the inner satisfaction that follow as the night the day from good physical health, from sound adjustment, from sane guidance based on careful individual evaluation, from a genuinely "special" education adapted to each pupil's special needs and abilities?

Guidance in Junior High School

Guidance in the junior high school was the principal concern of more than 250 guidance directors, counselor trainers and other guidance personnel meeting from October 3d to 6th at the Arlington Hotel, Binghamton. The annual conference was sponsored by the Bureau of Guidance, whose report was given at the opening general session by Bruce E. Shear, Chief.

Viewpoints and policies, recent developments in guidance in New York State and ways in which the Bureau works to stimulate and assist improvement of school guidance services were outlined by Mr Shear.

Kenneth A. Fuller, principal of North Park Junior High School, Lockport, gave the keynote address Monday on "An Educational Program Appropriate to Youth in Their Adolescent Age."

Regent Edgar W. Couper of Binghamton extended greetings at the conference banquet on Tuesday night, when Lynn A. Emerson of the New York School of Industrial and Labor Relations, Cornell University, talked on "Automation in Industry."

Administration of pupil personnel services was discussed at an evening session at which consultants included Dr Francis J. Daly, Director, Division of Pupil Personnel Services; Fred Kaffer, director of pupil personnel services, Syracuse; Clarence C. Dunsmoor, director, Board of Cooperative Educational Services, Northern Westchester county; Elwood LaFortune, counselor-coordinator, Spring Valley.

Holding power studies were discussed, including the six-year project of the Bureau of Guidance and the New York City study, which was presented to the group by Dr Morris Krugman, assistant superintendent in charge of guidance, New York City. Participants talked also about the working relationships between the New York State Employment Service and the schools.

Four state-wide committees reported on their activities and distributed copies of studies made during the year.

A state-wide committee on administration of pupil personnel services was established.

Discussion groups met throughout the conference on guidance services on the seventh, eighth and ninth grade levels. Counselor trainers, meeting in separate session, discussed training problems of counselors in general and junior high school counselors in particular.

Why Two Curriculums?

GEORGE K. STONE
Chief, Bureau of Secondary Curriculum Development

ONE OF THE ISSUES CURRENTLY BEING discussed in educational circles is: Which should we have — curriculum development at the state level or at the local school level?

We should have both and each is as important as the other.

At the state level, the Education Department administers education as a function of the State Government. Special responsibilities are assigned to the Department's various divisions and bureaus and the Bureau of Secondary Curriculum Development is concerned with the provisions of section 170 of the Commissioner's Regulations entitled " Curriculum requirements."

At the local level, though section 170 defines the pattern of secondary education in definite terms, local schools also have an important part to play in curriculum development as indicated by the following paragraph:

> Nothing herein contained, however, shall prevent a board of education from making such curriculum adaptations as are necessary to meet local needs and conducting such experimentation as may be approved by the Commissioner. This principle of flexibility shall apply to every area of the curriculum. The exercise of initiative and responsibility on the part of local school authorities in the administration of the curriculum is encouraged.

There are, however, certain curriculum problems that are common to all secondary schools. What research has been done on these problems? What teaching techniques and procedures have been found effective in developing various understandings? How can content which has been agreed upon best be organized?

Certainly it would not be in the interest of efficiency for all the schools of the State to try to find answers to such questions independently. Some sort of framework is needed to serve as a springboard in aiding schools to find these answers. The development of this framework is the Department's job.

A paper curriculum, no matter how superior, can serve only as a beginning. The real curriculum develops in the schools themselves — in the classrooms, the gyms, the halls, the libraries, the laboratories and the athletic fields. This curriculum must undergo continuous change to meet the varying needs and interests of pupils. It must take account of individual differences, the facilities available for instruction, the character of the teaching force, the nature of the community and dozens of other factors.

A little of this curriculum may be in the teachers' plan books and in the files of the principal's office. But most of it is unwritten. It exists mostly in the thoughts and actions of school administrators, in the techniques and procedures of teachers and in the policies and traditions of the school.

In its effort to aid the schools in improving their instructional programs the Bureau of Secondary Curriculum De-

velopment produces several types of publications:

Syllabus outlines which define the scope of courses required by law or by Department regulations, such as English and American history

Handbooks based on these outlines which suggest a wide variety of teaching procedures from which the teacher can select any she may wish to use

Resource units in the new areas and in areas where teaching materials are difficult to find

Leaflets containing specific helps on special problems

Experimental mimeographed materials produced for trial in the schools as a preliminary step in the development of printed publications

The process of developing curriculum materials that are of real value and help to schools is by no means a simple operation. To be useful for secondary schools generally, they must represent the best thinking that has been done in relation to a problem, the best teaching practices that have been devised and the most effective form of organization and presentation possible. Some of these elements are scattered through the professional literature but most exist in the minds of successful teachers who are too busy to write them down.

The synthesis and collation of these ingredients is the research phase of curriculum development. It must be followed by the production phase which involves the translation of basic philosophy and practical ideas into clear English; the development of a sound but simple organization and attention to thousands of minute details that go into a well-conceived publication.

Typically, the steps in the development of a secondary curriculum publication are somewhat as follows:

1 Urgent demand for a new publication or the revision of an existing one

2 Appointment of curriculum committee of outstanding teachers by Board of Regents

3 Committee meetings devoted to recommendations and planning

4 Development of manuscript draft by consultants and staff in cooperation with the supervisor responsible for the area

5 Revision of draft by syllabus committee

6 Preparation of small mimeographed edition

7 Experimental use of material by selected schools

8 Evaluation of reports on experimental use

9 Development of final manuscript copy

10 Editing and printing

When a curriculum project is completed and the resulting publication is distributed to the schools it is, of course, only a portion of a paper curriculum. It becomes a tool for the improvement of the real curriculum only when it is used or at least tried.

But it does represent many man-days of effort and contains materials of which there is evidence of value in some specific school situations. The chances are good that it may contain an idea or two that will prove helpful in improving the curriculum in other school situations.

Scholarship Test Dates

Regents Scholarship Examinations for the State Scholarships, Cornell Scholarships and the State Scholarships for Children of Deceased or Disabled Veterans will be given on March 1 and 2, 1955.

Chancellor Cites Spiritual Values

"Only an educated people can remain free," Chancellor John P. Myers of the Board of Regents told the Association of Governing Boards of State Universities and Allied Institutions at its 32d annual meeting at a luncheon in the Hotel Roosevelt November 16th.

"A state university," the Chancellor said, "is the natural extension of public education beyond the high school for all persons capable of benefiting from advanced instruction. It assures each qualified individual that added margin of educational experience to fit him or her for creative effort. Thus he will add to our country's resources his wealth of hand and brain truly trained and skilled in the arts and crafts, the professions and the vocations of modern America."

Current problems in higher education were listed by Chancellor Myers as expansion of facilities — whether by enlarging present campuses, decentralizing institutions or establishing more two-year post-high school institutions; teacher recruitment; financing needed expansion, and taking care of the individual needs, diverse interests and abilities of students despite the vast size of projected programs.

Chancellor Myers pointed to the need for renewed emphasis on moral and spiritual truths, saying:

> To fill the ranks of scientists, teachers, statesmen, engineers and givers of the law, with men and women, no matter how skilled, who do not possess minds disciplined by recognition of those things basically good and those things despicably evil is to invite disaster. In this age the need for renewed emphasis on moral and spiritual truths, on faith in God and in country, is critically urgent.
>
> To justify the place of world leadership which America must assume, to bring justice and peace to all mankind, we must establish in the minds and hearts of our youths an abiding belief in the free way of life and in the universal brotherhood of man; a belief which springs from the fatherhood of our Creator before whom in love and reverence in diverse ways and at diverse altars we all bow.
>
> Freedom is not free — it must constantly be defended and cared for lest we lose it. That is the price we pay for it. We must reinterpret for our children the initiative, the courage and the faith of the founding fathers. We must root deeply in their hearts faith in the unimpeachable dignity of the individual and in the unquenchable spirit of free man.

President Installed

Dr George W. Angell was installed as president of the State University Teachers College at Plattsburgh on October 19th. Doctor Angell, who suceeds the late Dr Charles C. Ward, is the fifth head of the institution. He was formerly dean and acting president of the State University Teachers College at New Paltz.

State University President William S. Carlson delivered the installation charge in the presence of an audience including delegates from 40 American and Canadian colleges and universities. Chancellor John P. Myers spoke for the Board of Regents and Deputy Commissioner James E. Allen jr spoke on behalf of the State Education Department.

Forestry College Televises Nature

"The Little World," a series of 13 weekly television programs depicting nature friends of children, is being presented by the State University College of Forestry at Syracuse University over station WSYR-TV in Syracuse in cooperation with the Radio-Television Center of Syracuse University. The series opened October 23d and will continue through January 15th.

Coproduced by Professor Floyd C. Carlson of the College of Forestry and Donald Schein of the Audio-Visual Center, the Saturday noon programs are centered around the questions about animals, insects and other nature subjects which little Andy, who is Donald Schein's daughter, poses to her Uncle Bob (Robert Spearman of the Center). Uncle Bob, not being able to give a complete answer to Andy, takes her to an expert, who then gives an illustrated explanation. Faculty members take turns at playing "expert."

Subjects for the programs include the monarch butterfly, praying mantis, earthworm, mouse, carpenter ant, English sparrow, beetle, centipede, woodpecker, pine cone, cricket, chipmunk and spider.

Coordinated with the programs is a series of illustrated feature stories appearing in the Sunday Syracuse Herald-American. The young audience is encouraged to clip out these articles and paste them in their "Little World" scrapbook. Elementary and junior high schools and libraries have rounded out this nature education project by exhibiting posters announcing the series and referring children to further readings on each of the subjects.

Uncle Bob and Little Andy Ask the College of Forestry's Professor Leroy Stegeman (right) a Nature Question for the Television Audience

Albany Has Conference-Clinic

With the conference-clinic in the Albany area on November 15th and 16th, the Division of Elementary Education completed all but one phase of the master plan developed in 1950 to hold such conferences in each area of the State. Still remaining is the Jamestown region, tentatively scheduled for next spring.

At such sessions, local and state educators exchange general information and discuss area needs.

"The Three R's and Much More" was the theme of the Albany meeting, which attracted 270 administrators from Albany, Columbia, Fulton, Greene, Hamilton, Herkimer, Montgomery, Rensselaer, Saratoga, Schenectady, Warren and Washington counties. Other topics for discussion were drawn up through preliminary exploration of the wishes of local school superintendents, elementary school principals and supervisors.

Since Commissioner of Education Lewis A. Wilson was unable to give his scheduled address at the opening dinner meeting in the Sheraton Ten Eyck Hotel on Monday evening, the Department views on "The Three R's and Much More" were discussed by Associate Commissioner Frederick J. Moffitt; Assistant Commissioners Arthur W. Schmidt, Joseph R. Strobel, Edwin R. Van Kleeck and Warren W. Knox.

Dr Elizabeth B. Carey, supervisor of elementary education, presided Tuesday morning at a general session in the Assembly Chamber of the State Capitol. Doctor Knox was chairman of a panel giving local reaction to the Department's statements of principle on "The Three R's and Much More." Panel members were John H. Fink, district superintendent of schools, Schenectady county; Bernard F. Haake, principal, Euclid Avenue School, Schenectady; Superintendents of Schools Kenneth H. MacFarland, Rensselaer, and William H. Martin, Scotia; Richard G. McManus, director of elementary education, Hudson, and Edgar S. Pitkin, supervising principal, North Colonie Central District 5, Latham.

During the rest of the day, conferees divided into 13 groups to discuss such topics as the foundation program, solving reading problems, citizenship training, children's literature, clinching arithmetic, evaluation and testing, foreign languages in the elementary school, handwriting and spelling, music and art, physical and mental health, science, home-school-community relations, written English.

Summaries of the general sessions and of group conclusions reached during the conference-clinic have been prepared.

New School in Mount Vernon

Named in honor of the late superintendent of schools, the William H. Holmes Elementary School in Mount Vernon was dedicated on November 29th. Principal speaker was Dr Edwin R. Van Kleeck, Assistant Commissioner of Education. Doctor Holmes, who died in 1946, had served as Mount Vernon school superintendent for 27 years beginning in 1913. He was at one time state director of the National Education Association.

More Adults Register for Courses

The steady growth of adult education continues in New York State, according to reports received by the Bureau of Adult Education. During the school year 1953–54, 40 school districts added adult education to their programs. This increase came chiefly from the central and union free school districts.

The reports show that 61 of the 62 city superintendencies and 101 of the 107 village superintendencies in 1953–54 were maintaining programs of adult education. In addition, there were 334 central schools and 108 other districts with programs, giving a state total of 604 school districts now serving adults.

Class registrations for upstate New York increased 4 per cent over the previous year to 460,000. New York City's expected registration of 200,000 would bring the state total to 660,000 class registrations.

The largest number of registrations in upstate New York were for classes in civic and public affairs education and Americanization, which attracted 112,000. The second largest group included the 93,000 registrants in parent and family life education and home economics. Placing third were the 88,000 adult students in arts, crafts, music and drama. In fourth place were the 77,000 registrants in vocational, technical and business education.

Other figures show 37,000 in health and physical fitness; 30,000 in safety education, including driver education; and 24,000 in general academic subjects.

Directors Continue Own Training

With 434 of its adult education directors having taken a minimum of three college credit courses in professional adult education or the equivalent during the past four years, New York State now leads the Nation in this respect. At present more than 200 additional directors are taking such training.

Adult education personnel of several colleges and universities in the State have been invited to participate in workshops for directors of adult education in neighboring communities. In ten of the 15 workshops conducted across the State this year, a college or university staff member has been present to lead discussion on cooperation among colleges, local adult education programs and community organizations.

This approach is being used this year to improve the training effort of the workshop programs conducted by the Bureau of Adult Education for directors throughout the State.

Two-thirds of the directors of adult education have now fully met the qualifications set up by the Education Department. Others are being qualified by attendance at workshops, conferences and college courses.

Home Economists Discuss Programs

Plans for strengthening pre-service and in-service programs were considered at a conference sponsored by the Bureau of Home Economics Education in Albany from November 11th to 13th. Teachers, city supervisors and supervising teachers attended.

Dr Joseph R. Strobel, Assistant Commissioner for Instructional Services (Vocational Education), spoke on "Home Economics in the Total Education Program." Harry B. Spencer, supervisor of secondary education, discussed "A Modern Concept of Early Secondary Education."

A guest speaker was Gertrude Noar, director of the education department of the Anti-Defamation League of B'nai B'rith, New York City. Her topic was "Bringing About Changes through Curriculum Development."

The New York State Evaluation Committee for Homemaking Education met in Syracuse on November 19th and 20th to discuss ways to help homemaking teachers evaluate their programs. From such continuous evaluation they hope to develop a program in home and family life education which will most effectively meet the needs of boys and girls.

The eight-member committee meets twice a year and includes two college teachers of home economics, one city supervisor of homemaking education, four homemaking teachers and one representative from the State Education Department's Bureau of Home Economics Education.

Future Homemakers Plan

The executive committee of the New York State Association of Future Homemakers of America met at Canandaigua on October 29th and 30th to plan the annual state meeting for 1955 and to discuss ways of improving FHA activities. Diane Lewis, state president, a member of the Andover chapter, presided.

Assisting the 12 state officers, their advisers and district leaders, were Georgiana Marks, associate in home economics education for the State Education Department, and Vera Graunke of Sayville, national president of the Future Homemakers.

New Food Service Groups

Several School Food Service Association groups have been organized. One in the capital district will serve Albany, Schenectady and Rensselaer counties. In the Finger Lakes area, groups will include one for Wayne county and one covering Seneca, Ontario, Yates and part of Livingston.

Meetings to help personnel maintain high standards in school food service have been held at Lockport (Niagara-Orleans counties), Marbletown (Ulster county), Cambridge (Warren and Washington counties) and Binghamton (Broome county).

How To Get Most from Milk Plan

The School Lunch Unit of the Bureau of Home Economics Education has made several suggestions for schools wishing to get the maximum benefit, both nutritionally and financially, from the special school milk program.

This program was developed by the United States Department of Agriculture to increase the consumption of fluid milk by children in the schools. As an incentive, schools are reimbursed for the cost of additional milk served to the children. The program is administered by the State Education Department in New York State, which has been allocated three million dollars for the program under the Agricultural Act of 1954.

Suggestions include the following:

1 Provide milk for children at times other than during lunch. Possible times include: upon arrival at school, since many children have inadequate breakfasts; at midmorning and/or midafternoon and just before school closes. Consideration should be given to factors in individual schools when setting times for milk to be served.

2 Encourage children, especially high school boys and girls, to include a second container of milk with lunch. Some schools plan to provide one-third quarts instead of half pints.

3 In classroom activities, continue to emphasize the value of milk and encourage children who do not habitually drink milk to have it with lunch and at other times.

The Bureau reminds school officials that as the number of Type A and C lunches are increased, the consumption above the base figure will be greater. Reimbursement is made on the basis of consumption above the base figure, which is determined by taking the average number of half pints served to children during January and April 1954. The rate of reimbursement is up to four cents a half pint for all milk served to children in excess of this base figure.

Schools which did not serve milk to children during 1953–54 will be reimbursed at the rate of three cents a half pint.

Fund in Memory of Miss Prentice

A scholarship fund has been set up as a memorial to the late Margaret E. Prentice by the New York State School Food Service Association. Miss Prentice was an associate in the State Education Department and chairman of the school lunch supervisors.

The fund will be used to send a cook-manager to a school lunch education workshop. Criterions for the annual selection of a winner will be established soon.

Friends may send their contributions to Mrs Maryon Long, treasurer, New York State School Food Service Association, Chenango Valley Central School, Binghamton.

One method of raising money for the memorial fund has been reported from the joint Nassau-Suffolk meeting at Amityville High School on October 22d, when members auctioned off lunch boxes and used the proceeds as their donation.

'World of Books' Shown on TV

A seven-week "World of Books" series has been concluded by the libraries of the Albany area as part of "TV Schooltime," sponsored by the Mohawk-Hudson Council on Educational Television over WRGB, Schenectady.

This was the second year of library participation which was sponsored by the Division of Library Extension of the New York State Library. L. Marion Moshier, Director, and Florence Boochever, Head, Book Information Section, served as coordinators.

Last year was one of experimentation and adventure, according to the participants. From rank novices who approached the new medium of communication with varying degrees of fear and trembling, they moved up a notch in 1954 to at least some degree of familiarity with the strange new world of bright lights, pointing cameras and the moving boom. In almost every instance, those who took part last year overcame their uneasiness and looked forward with considerable excitement to further television appearances.

Community Link

During the summer, Miss Moshier and Miss Boochever visited libraries of the WRGB area with the purpose first of interesting the librarians and their boards and then of stressing the specialties of each community.

For example, the proximity of the Mohawk-Caughnawaga Museum to the Frothingham Free Library at Fonda suggested a tie-up with books having to do with the Indian excavations and history of the region. Cornelia D. Fonda, librarian, enlisted the aid of the Very Reverend Thomas Grassmann, director of the museum, who graciously consented to appear on a program and to show charts and artifacts to illustrate his talk. Mrs W. Barent Wemple, board member, appeared with him and spoke of books on the subject available at the library.

The Saratoga Springs Public Library, of which Margaret Glasby is in charge, decided to tell how community resources can be linked to library displays — from social security pamphlets to a "swap shelf" of paper books.

Mrs Nina I. Sloan Bovee, in charge of the Johnstown Public Library, chose a collection of old newspapers which are useful in tracing facts for today. Mrs Catherine Costello, children's librarian of the Gloversville Free Library, utilized a doll collection to tell stories to children.

Mrs John Mazzone, librarian of the Amsterdam Free Library, linked up with this year's Book Week theme, "Let's Read," and had two young people on her program. A film, "The Impressionable Years," beautifully demonstrated a child's introduction to the library.

Mrs Margherite H. Girard, librarian of the Canajoharie Library and Art Gallery, related books to art subjects, showing several pictures from their collection.

The series was given on successive Thursday mornings at 10.30 a. m., from September 16th through October 28th. "World of Books," the title chosen last year, was carried over. While it is not possible to measure results accurately, there is indication of some reading, more interest in libraries and greater awareness of the diversity of their activities. Another series is planned for the spring.

Weaver Accepts Post in Israel

W. Jack Weaver, for 35 years an associate in agricultural education with the State Education Department, has been named to a post in Israel. He will serve as an agricultural education specialist on a technical program sponsored jointly by the Research Foundation of the State University of New York and the Foreign Operations Administration.

Mr Weaver, who will serve for two years, left New York by air on December 5th accompanied by his wife. His retirement from the Department is effective December 31st.

In Israel, he will be responsible for developing agricultural education in the schools. Among his duties will be publication of film strips, texts and other materials which will be translated into Hebrew. He will work with Israeli educators setting up standards for the training and certification of teachers of agriculture, improving libraries and giving specialized training in dairy manufacture.

Mr Weaver was one of the founders of the Future Farmers of America. During World War I he worked with the New York State Military Training and Food Supply Commission and developed the Farm Cadet program, which he helped to reactivate during World War II while assisting the Governor's Farm Manpower Commission. During his long service in the secondary school agricultural education program, Mr Weaver supervised the work of 300 agriculture teachers.

A graduate of the University of Massachusetts (then the Massachusetts Agri-

Commissioner Wilson Congratulates W. Jack Weaver on 35 Years of Service to the Department at a Farewell Party November 23d

cultural College) in 1912, he was graduated from the New York State College of Agriculture graduate school at Cornell University in 1919. He began teaching at Highland High School in 1912 and came to the Department in 1919.

The three-year $1,850,000 technical cooperation program with Israel being administered by the State University represents one of the most comprehensive contracts ever entered into by the Foreign Operations Administration.

Among the members appointed to the 23-man team from New York State colleges thus far are Marshall W. Wiley, former acting executive secretary of the Research Foundation, now assistant to the Israel project chief; William W. Stopper, poultry specialist, and George A. Kirkendale, ceramics specialist, both of State Agricultural and Technical Institute at Alfred, and Rowland W. Leiby, plant disease specialist, New York State College of Agriculture at Cornell University, Ithaca.

To Aid Scouts Again

Dr Edwin R. Van Kleeck, Assistant Commissioner for Pupil Personnel Services and Adult Education, has been reappointed to a second two-year term as chairman of the advisory committee on school relations of the Girl Scouts of the United States of America.

Doctor Frier Promoted

The provisional promotion of Dr Ernest A. Frier as Director of Secondary Education, announced in the September BULLETIN TO THE SCHOOLS, was made permanent November 19th.

Scientists Precede Seaway

Dr William A. Ritchie, State Archeologist, presided at the annual meeting of the Eastern States Archeological Federation, held at the Carnegie Museum, Pittsburgh, on October 29th and 30th. He also presented a paper entitled "Further Observations on Early Burial Ceremonialism in New York," which was based upon the past summer's field researches of the State Science Service in the St Lawrence valley. A party under his supervision conducted reconnaissance and site excavations between Massena and Waddington in advance of construction for the St Lawrence Seaway.

The Eastern States Archeological Federation, of which Doctor Ritchie is retiring president, comprises the state archeological societies of 15 eastern states and Ontario. It has established over the area from eastern Canada to Florida a collaborative endeavor in a field of general interest between professional and amateur scholars, affecting both state residents and their relations with persons of similar interests in surrounding states.

Doctor Ritchie, twice president, will continue to serve on the executive committee and research council of the federation.

List Staff Changes

Ross E. Gutman received permanent appointment as supervisor of dental health education October 1st.

Robert L. Lorette received provisional appointment as assistant in school business management October 1st.

Mary E. FitzGerald received permanent promotion as assistant librarian October 16th.

Marie R. Schuler resigned as associate in physical education and recreation November 19th.

State Teachers Honor Frank Graves

With an attendance roster of 875 voting members, the House of Delegates of the New York State Teachers Association met on November 22d and 23d in New York City.

Dr Frank P. Graves, former New York State Commissioner of Education, was given the annual Alfred E. Smith Award for Conspicuous Service to Public Education at the banquet meeting Monday night in the Commodore Hotel.

Principal speaker at the banquet was Deputy Commissioner of Education James E. Allen jr, whose topic was " Problems of Public Education and ' The Hour of Teaching.' "

Earl L. Vandermeulen, principal of Port Jefferson High School, succeeds Kenneth A. Myers of Johnson City as association president. Mrs May M. Henry, Yonkers, was chosen first vice president and Helen P. Maney, Geneva, second vice president.

While seeking salary assurances of their own, the teachers pledged support of the salary aspirations of school principals and the professional staffs of state teachers colleges.

In addition to the resolutions listed below, delegates considered and passed many measures relating to retirement problems, pensions, disability and survivors' benefits.

November 21st has been set as the opening date for the 1955 House of Delegates in Rochester.

The following resolutions were adopted:

Reaffirming its support of state aid distributed in a manner which will guarantee reasonable equality of educational opportunity for all children

President Harvey M. Rice (right) of the State College for Teachers at Buffalo Presents the NYSTA Citation to Doctor Graves

Seeking a minimum salary of $400 a month for beginning teachers, with ten annual automatic increments of at least $50 a month, as well as added differentials of $30 a month each for fifth and sixth years of preparation

Warning members not to vote for social security coverage until they know what benefits they will have under both social security and the existing retirement system

Supporting 1955 legislation to give the schools at least $96,000,000 more in state aid

Urging continuance of high standards of teacher recruitment, and commending boards of education employing only fully qualified teachers and administrators

Urging further study and implementation of the principles and recommendations of the conference on the teaching profession conducted in April 1954 by

Citation for Doctor Graves

DISTINGUISHED TEACHER, PROFESSOR, DEAN, PRESIDENT, COMMISSIONER; author, philosopher, counselor, lawyer and layman, you embody in your lifetime and your many careers a quality of excellence and a variety of activities unmatched by any living American.

As a scholar in the classics and in education you have enriched our literature; as a president you set the standards and started toward their present eminence the universities of Wyoming and Washington; as a student and later a colleague of John Dewey you share his eminence in the field of philosophy; as a dean in three great universities you contributed materially to bringing the college of education into being as a significant component of higher education in the United States; as a lecturer in foreign universities you represented to Europeans the epitome of American educational leadership and scholarship in professional education; in the most important educational position in the world, Commissioner of Education and President of The University of the State of New York, you gave twenty years of distinguished leadership to education in New York, in America and in the world.

Then, when it appeared that no additional laurels could possibly adorn your brow, you entered the law, and in eleven years as an attorney and a layman, you have personified a standard of professional conduct, you have achieved an eminence in legal scholarship, you have exemplified a quality of lay-citizenship, and you have endeared yourself to the hearts of our State's teachers to an extent heretofore never approached by anyone in our long and great history.

FRANK PIERREPONT GRAVES, administrator and teacher, scholar and lawyer, compassionate friend and beloved adviser, the New York State Teachers Association honors itself and you in presenting to you the 1954 Alfred E. Smith Award as "a layman in New York State who has rendered distinguished lay service in behalf of public education."

the association and the State Education Department

Seeking State Education Department cooperation in a study whose ultimate objective would be establishment of professional boards to set up admission requirements, improvement programs and professional standards for teachers

Pledging cooperation with all agencies working for national security, with due regard for the rights of individuals and the principles of American democracy

Disapproving the attempts of groups and individuals to by-pass the State Education Department by trying to censor textbooks

Recommending that signs stating school bus regulations in French be erected at all points of entry from Canada

Supporting all efforts to eliminate prejudice and discrimination from our democratic society, and specifically recommending equal opportunity in appointment of teachers and school personnel

Recommending that the State University of New York establish additional facilities to prepare high school teachers

Supporting proposed Education Law changes to assure retarded children their right to a free education

Backing federal legislation to provide 250 million dollars in emergency aid to the states during each of the next two years for public school construction

Referring to the board of directors for further study a proposal urging the State University of New York to found a college on Long Island

Phillip Wolz Heads School Boards

Phillip C. Wolz of Rochester was elected president of the New York State School Boards Association, Inc., at the October 25th business session of the group's three-day annual meeting in Syracuse. He succeeds Alfred T. Peters, Whitesboro.

Four vice presidents were chosen for the 1955 term at the 22d annual convention. They are W. Parker Dodge, Rensselaer; Dr James R. Campbell, Lake Placid; Thomas C. Fetherston, Oceanside, and William V. Mauer, Liberty. Dr Clyde B. Moore, Ithaca, was re-elected treasurer, and John E. Gelnn of Bethlehem Central, Delmar, and William H. Golding, Cobleskill, will again serve as counsels.

Assuming or resuming chairmanships of the eight areas on January 1, 1955, will be: Leigh D. Pickup, Cattaraugus; J. Mason Burnham, Greece 1 (Rochester); William H. Stimming, Newark Valley; Kenneth E. Buhrmaster, Scotia-Glenville; Hugh Davies, Yorktown Heights; Mrs Grover A. Silliman, Sayville; James E. Lanigan, Fulton, and Elmer A. Thompson, Chateaugay.

The association's Distinguished Service Awards were presented by Regent Thad L. Collum of Syracuse to Doctor Moore, Ithaca school board president, and George D. Ryder, retired Cobleskill school board member.

In sessions which opened October 24th and continued until October 26th, delegates agreed to revise several bylaws and adopted the following resolutions:

Opposing any shift of jurisdiction in civil service matters from the present State Commission to the counties

Commending Governor Dewey and the Legislature for recognizing the financial problems facing the schools, and offering assistance to the Commission on Educational Finances

Upholding school boards' rights to broadly defined powers in spending funds for public school purposes as authorized by the budget, and maintaining that any statutory provisions be confined to specific prohibitions

Supporting the principle of state aid apportioned on the basis of need as opposed to aid on a per capita basis

Recommending that citizenship education in the schools stress a teaching program calculated to unmask Communism and expose its system of human slavery.

To Seek Legislation

The New York State Congress of Parents and Teachers, whose 1000 delegates met from October 17th to 19th in Lake Placid, adopted an 18-point nonpartisan legislative program highlighted by resolutions to combat the shortage of qualified teachers and to work for realistic systems of educational finance.

Special emphasis will be given to measures:

Providing for an adequate public school financial program based on the principle of equal opportunity for every child

Establishing a teachers college on Long Island

Insuring mandatory apprehension and adequate treatment for sex offenders

Providing better care and protection for youthful offenders, including detention and rehabilitation facilities

Citation for Merritt

Jesse Merritt, Nassau county historian, received a certificate of merit at the annual meeting of the New York State Historical Association at Stony Brook on September 3d.

Book Reviews

National Council of Teachers of English. Language arts for today's children. Appleton-Century-Crofts. New York. 1954

This comprehensive treatment of the language arts area of the curriculum was prepared by the Commission on the English Curriculum of the National Council of Teachers of English. The committee which did the actual writing was headed by Elizabeth Guilfoile and Helen K. Mackintosh.

Language Arts for Today's Children is written in four parts, all of which are entities in themselves but which are closely related. Part I describes the foundations upon which a language program must be built — the need for effective use of communication in modern living, and a knowledge of what children are like and how they develop.

Part II deals with each of the four strands of the language arts program. Listening, speaking, reading and writing are discussed in such a way as to show their sequential development.

Part III brings the four strands of the program back into a functioning whole. Classroom situations at each level of the elementary school are described, illustrating how children may be given opportunities to develop proficiency in oral and written communication as well as in the skills of reading, spelling and handwriting.

Part IV discusses ways and means of planning and appraising an effective language arts program in local school systems. Suggestions show how teachers and parents may work together in promoting and evaluating growth.

The ideas with which Language Arts for Today's Children deals are not in any sense new, for they have appeared in many professional publications. This book performs a service, however, in discussing the unified whole of the language arts program in one readable volume. It may well prove to be of value to those interested in good professional reading.

HOWARD O. YATES
Assistant in Elementary Curriculum

Woodring, Paul. Let's talk sense about our schools. McGraw-Hill. New York. 1953

A restrained, common-sense analysis of an area of controversy is very useful in separating the emotional chaff from the kernels of reason. Professor Woodring has produced such an analysis. His book is, as the title suggests, a sensible discussion of the controversy now raging over education.

There are many who will disagree with Doctor Woodring, for his point of view is much too conservative for the doctrinaire progressive and far too progressive for the academic conservative. Fortunately for him, and for our children, the majority of professionals, as well as lay people, will find themselves someplace between these two extreme groups in their thinking about education, and will agree with much of what Doctor Woodring says.

The important information which this book seeks to impart has to do with the fact that modern education is not as bad as its critics proclaim, nor is it as good as many professionals seem to believe. According to Doctor Woodring, "The worst thing about contemporary education is its confused philosophy which is reflected in the educational journals and in some of the textbooks of education. Any well-educated person who reads these garbled interpretations of pragmatic philosophy is likely to conclude that education has become the antithesis of clear thinking."

He goes on to point out that a great many teachers, perhaps the majority of them, ignore all this professional gobbledygook and go right ahead doing a sensible job of teaching. That, he feels, is the best thing about modern education.

The final chapter, entitled "The Fundamental Issue," is a clear statement of the problems we face, along with a few suggestions as to how they may be met and, in so far as is possible, solved.

HOWARD O. YATES
Assistant in Elementary Curriculum

Vrooman, John J. The massacre. Johnstown, N. Y. Baronet Litho Company. 1954. $5

This is an exciting book. Unlike the author's first novel, Clarissa Putman of Tribes Hill, which began leisurely and increased in tension as the pages turned, The Massacre starts out at high pitch and sustains its pace throughout. The stories have in common, though, their authenticity, attention to detail, awareness of the countryside and sensitivity to human relations.

The period of The Massacre spans the three decades prior to the destruction of Schenectady in 1690 by the French and Indians. These are turbulent times and the prologue sets the tone of the book as the young patroon, Jeremias Van Rensselaer, presides at an inquiry into the death of Arent Van Curler. The danger of Indian and French attack is foreshadowed. Then the gentle Mohawk, Sonnewannah, is introduced with his French-speaking wife and lovely daughter, Gahada. When they move on to Canada, they meet the illustrious Governor Frontenac. Later, Georgette is born to Gahada and we watch her development with fascinated concern.

Other characters appear, among them, the Dutch family of Van Ditmars. Romance is intertwined and the scene shifts briefly to Versailles where Madame de Maintenon then holds sway. The massacre itself is vividly presented.

This is historical fiction at its best, breathing life and reality into the factual record. The reader is completely engrossed in the tumultuous incidents and diverse personalities while at the same time, he learns the customs of an earlier day. His ear grows tuned to quaint, bygone phrases and his senses are pleased by the descriptions of furnishings and costumes. Delicacy and restraint do not diminish the power and effectiveness of the writing.

Mr Vrooman, who is supervisor of historic sites in the State Education Department, knows his subject thoroughly. Carefully made drawings throughout the volume make the text graphic, and a chronology of real and fictional dates is there for reference. The Massacre is not only a thoroughly absorbing story; it contains rich material to interest the historian and student.

FLORENCE BOOCHEVER
Head, Book Information Section, Library Extension Division, New York State Library, and Editor of The Bookmark

Study Family Living

Professional and lay leaders interested in group activities with parents met in Ithaca November 3d to 5th to discuss the concerns of parents, the need for close cooperation between home and schools and the impact of the trends of our times on family living.

It was the twentieth annual New York State Conference on Parent Education sponsored by the State Education Department and the State Parent Education Committee. The chairman of the committee is Myra Woodruff, Chief of the Bureau of Child Development and Parent Education of the Department.

Rural Service Noted

In recognition of his outstanding service to rural youth of New York State, Francis E. Griffin, Chief of the Bureau of Rural Administrative Services, has been given a certificate of life membership by the Central School Principals Association of the New York State Association of Secondary School Principals.

Meeting in Syracuse October 26th, the group elected Ralph Pombrio, Altona, president; Vernon Hyatt, Gorham, vice president; J. Arthur France, Sinclairville, secretary; Herman Yotz, Sherburne, treasurer. Edward Burke, South Kortright, is the outgoing president.

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